IMPLICATIONS OF TASK-LEVEL AFFECTION ON JOB DESIGN AND JOB SATISFACTION : AN EXPLORATORY STUDY

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ABSTRACT

This study briefly summarizes past research in job design at both the job- and task-levels. The task-level affection construct (i.e., the extent to which employees like or dislike individual tasks of their job) is hypothesized to have unique explanatory over job satisfaction. This relationship is tested by 106 (response rate=54.1%) bank tellers of a medium size bank in Hong Kong. Task statements were prepared by the Functional Job Analysis format and modified by the author and the Personnel Manager with practical considerations. Results confirm the hypothesis. Affections towards different tasks are found to have differential impacts on the overall job satisfaction. Implications for human resources practices and job design research are discussed.

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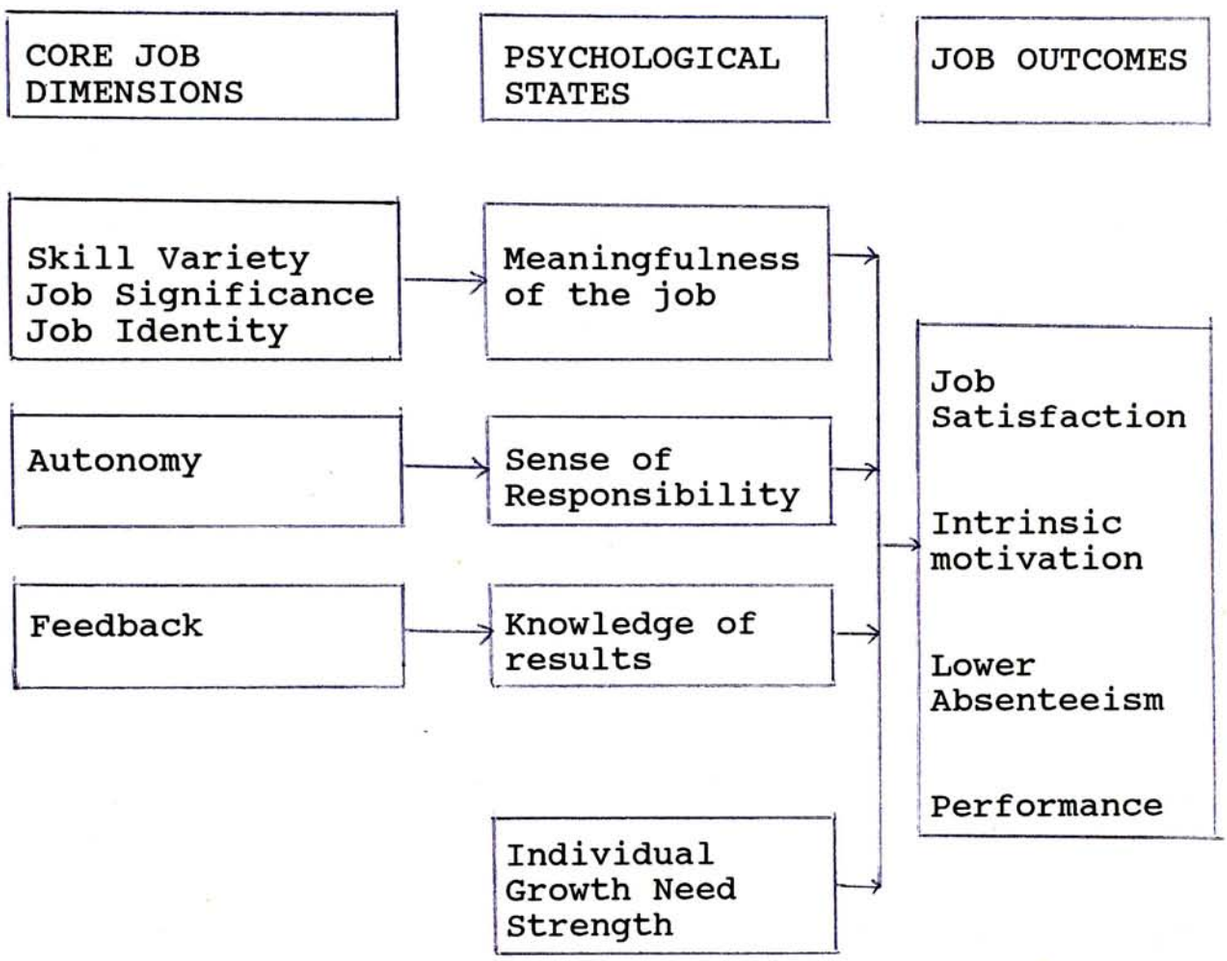
CHAPTER I

INTRODUCTION

Most research in job design and job satisfaction has concentrated on the incumbents' reactions to the whole job. These research efforts have generated meaningful knowledge concerning the relationship between job characteristics and job outcomes. For example, the well known and widely researched Job Characteristics Model (Hackman & Oldham, 1976, 1980) proposed five core motivational job characteristics: skills variety, job significance, job identity, feedback, and autonomy. Figure 1 shows the model. Specifically, the model proposes that the job incumbent will feel that the job is meaningful if the skill variety, job significance, and job identity are high. However, the job incumbent has to feel responsible for his job and has to know the results of his/her action so that he/she will be motivated. If these conditions are fulfilled, then desirable job outcomes such as intrinsic motivation, job satisfaction, lower absenteeism and better performance will be resulted. Past research have demonstrated that these motivational job characteristics are related to some affective outcomes such as job satisfaction (for meta-analyses see Fried & Ferris, 1987; Fried, 1991; Loher, et al., 1985; Stone, 1986), but the effects of psychological

states appeared to receive less clear support. Outcomes other than the affective ones also receive less support.

Figure 1. The Job Characteristics Model



Job-Level Summary

There are also considerable debate over some details of the relationships among job characteristics and the affective outcomes. For example, there are different perspectives on the causal direction between job characteristics and affective outcomes. The traditional Job Characteristics Model suggests that job characteristics are the causes of affective outcomes and the relationship will be moderated by individual Growth Need Strength (GNS). The Social Information Processing Theory suggests that employees develop a generalized reaction to the work environment and subsequently perceive the characteristics of their jobs considering this global impression (Salancik & Pfeffer, 1978; Thomas & Griffin, 1983 In order words, perceived job characteristics are the effects of affective outcomes rather than the causes. The third perspective suggests that perceived job characteristics and affective outcomes are reciprocally related (James et al., 1978; James & Jones, 1980; James & Tetrick, 1986).

A related issue under debate is the distinction between objective and perceived job characteristics. Job design studies using incumbent ratings of job characteristics have been criticized by some reviewers (e.g., Roberts & Glick, 1981). The reviewers argued that incumbent ratings represented only the perceived, but not the objective job characteristics. Results of some studies have indicated the effects of social cues and individual

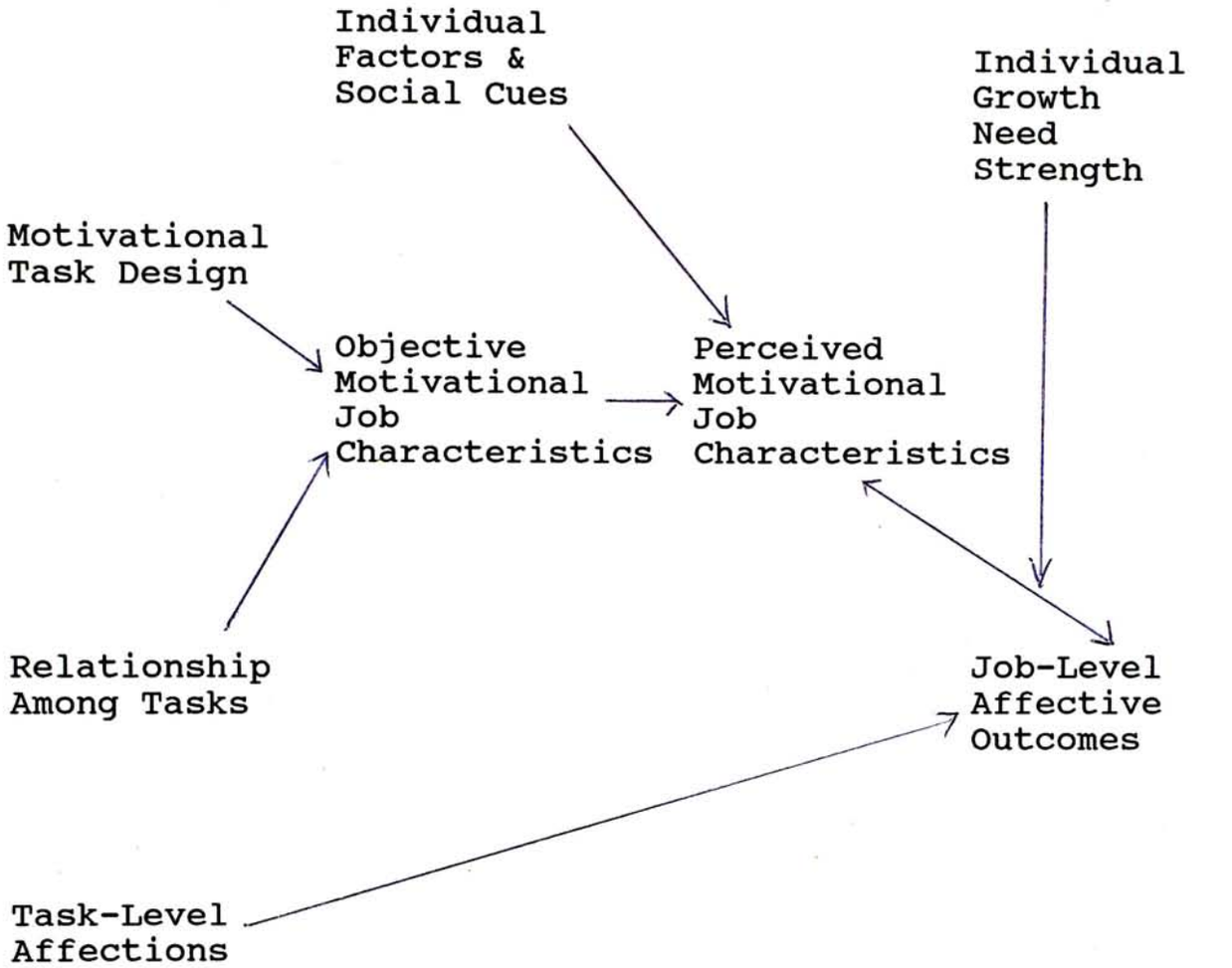
factors (e.g., age and sex) on the perceived job characteristics (e.g., Ferris, 19983; Ferris, et al., 1985; O'Connor & Barrett, 1980; O'Reilly & Caldwell. 1979; O'Reilly, Parlette and Bloom, 1980; Weiss & Shaw, 1979; White & Mitchell, 1979). These studies, however, do not invalidate the relationship between objective and perceived job characteristics because many studies have indicated that objective manipulations of jobs produced changes in the perceptions of job characteristics (e.g., Farh & Scott, 1983; Farr, 1976; Griffin, 1983; Kim, 1980; Lawler, Hackman & Kaufman, 1973; O'Connor, Arnold & Bhagat, 1981; Terborg & Davis, 1982; Wall & Clegg, 1981). Therefore, we could only conclude that apart from the objective job characteristics, there may be other factors affecting the perceived job characteristics.

CHAPTER II

CONCEPTUAL MODEL

Figure 2 summarizes the model brief review in Chapter I concerning the relationships among objective and perceived job characteristics, affective outcomes, and individual Growth Need Strength. This Figure also incorporates the task-level constructs of job design which we will discuss in this Chapter. Before going into these constructs, it should be noted that as a recent study using LISREL models shows that the reciprocal perspective on perceived job characteristics and affective outcomes received stronger support (Mathieu, Hofmann & Farr, 1993), we adopted this perspective in Figure 2.

Figure 2. Summary of Relationships Among Task-Level Constructs and Job-Level Affective Outcomes



Task-Level Constructs

A job usually consists of many tasks and jobs can only be redesigned by modifying, deleting, or adding the tasks. Unfortunately, relatively few studies have been conducted to investigate the design of a job from its tasks.

Adopting definitions of tasks of Functional Job Analysis from job analysis research (Fine & Wiley, 1971; Gael, 1983; McCormick, 1979; U.S. Department of Labor, 1972), Wong and Campion (1991) pointed out several deficiencies of the job design literature which focuses only on the job-level investigation. For example, existing job redesign advice does not tell how tasks should be modified or combined in order to make jobs more motivational. Instead, the advice either focuses on implementation issues, such as using conferences of employees to examine problem jobs (Ford, 1969) and diagnosing organizational content variables like technology and leadership (Griffin, 1982), or the advice just logically extends job characteristics, for example, increasing variety by combining tasks (Hackman & Oldham, 1980) and increasing responsibility by increasing accountability (Herzberg, 1966).

Without any conceptual model specifying the relationship between task characteristics and job design, it is difficult to recommend how tasks should be changed or combined to form jobs with desirable outcomes. The results of motivational job redesign studies are often unsuccessful

(e.g., Frank & Hackman, 1975; Lawler, Hackman & Kaufman, 1973; Locke, Sirota & Wolfson, 1976), suggesting that the job_level knowledge about how to change tasks is inadequate.

In an attempt to develop a task-level model of job design, Wong and Campion (1991) proposed that not only the motivational characteristics of the tasks (i.e., task design) would affect the objective job characteristics, but the relationships among the tasks are also important. Using a sample of 67 jobs with 188 incumbents, they found that task design was positively related to motivational job characteristics. Furthermore, task interdependence (i.e., the extent to which the tasks of the same job depends among each other) had an inverted-U relationship with the motivational job characteristics, while task similarity (i.e. the extent to which the tasks of the same job are similar among each other) had scattered negative relationships with the motivational job characteristics. As expected, the relationship between these task-level constructs and the job-level affective outcomes is mediated by the motivational job characteristics.

In examining the relationship between experiences on job activities and the overall job satisfaction, Taber and Alliger (1988) may provide insights for another useful task-level construct. They asked 573 non-teaching employees of a medical college to list their job activities. After

listing the job activities, employees were asked to rate the respondents' enjoyment of each activity (i.e., the extent to which the respondent enjoyed the particular job activity listed) on a 5-point Likert-type scale. Significant correlation was found between the mean job-activity enjoyment ratings and job satisfaction. This study, however, may not actually investigate the task experiences because respondents were free to list the job activities. Without any standardization efforts in identifying the tasks, the number of job activities listed vary greatly among respondents (ranges from 1 to 60), even for those performing the same job. This makes its results difficult to be interpreted from the job design point of view.

Despite this limitation of non-standardization of job activities, Taber and Alliger's (1988) study may have pointed out the importance of task-level affections (i.e., the extent to which the job incumbent like or dislike individual tasks of his/her job) in explaining job satisfaction. Conceptually, it appears to be clear that if one likes the tasks of one's job, the chance that one will be satisfied with one's overall job will be greater. If job incumbents' affections towards the set of objective and standardized tasks and the consequences of these affections on their reactions to the overall job could be known, important insights for job design may be provided.

Furthermore, the task-level affections and the existing job-level motivational job characteristics should be distinct constructs. For example, a job may be perceived as having a great deal of motivational job characteristics (e.g., job identity and autonomy), but the incumbents may still dislike some of the tasks they need to perform. On the contrary, a job with limited motivational job characteristics does not necessarily mean that the incumbents will dislike the tasks they are performing. Thus, both the job-level motivational job characteristics and task-level affection should have separate and direct effect on the job level affective outcomes.

The above discussion of the potential relationships between the task-level constructs, motivational job characteristics, and affective job outcomes are shown in Figure 2.

Purpose of the Present Study

The purpose of this study is to explore the potential relationships among task-level affection, motivational job characteristics, and affective job outcomes. Specifically, we will test the following hypotheses:

Hypothesis 1: There will be a positive relationship between the mean task-level affections and job satisfaction.

Hypothesis 2: After controlling for the perceived

motivational job characteristics, the mean task-level affections will have a positive relationship with job satisfaction.

Base on the study of Taber and Alliger (1988), these hypotheses specify mainly the relationship between the mean task-level affections and job satisfaction. The affections on some tasks of a job may have a greater impact on the overall satisfaction. For example, disliking a routine task (e.g., classifies, sorts, and files correspondence of existing and potential customers of a sales job) may only make the employee feel a little bit bored when he/she needs to perform the task. This may have very little effect on his/her overall job satisfaction. However disliking a task which requires contacting customers in tough situations (e.g., investigates customers' claim of defective products of a sales job) may make the employee feel frustrated and even afraid to perform this task. This may have a much greater impact on his/her overall job satisfaction. Therefore, we further hypothesize:

Hypothesis 3: Affections towards individual tasks will have differential effects on job satisfaction.

CHAPTER III

METHODOLOGY

Power Analysis

To detect a correlation of .3 with a power of 90% at $p<.05$, a sample of 92 is needed (Cohen 1977). From the summary results reported by meta-analysis (e.g., Fried & Ferris, 1987; Loher et al., 1985), the observed correlation between the motivational job characteristics and job satisfaction could be as high as at the .60 range. To test hypothesis 2, it is necessary for the proposed mean task-level affections to be able to account for additional variance after controlling for the motivational job characteristics. A sample of 92 would have a power of about 96% at $p<.05$ in detecting a change in R^2 of .09 (Cohen 1977). Therefore, a sample of larger than 92 is necessary for the present study.

Setting and Sample

To provide a better test of the first two hypotheses, this study tried to control the tasks of the subjects. Incumbents from a single job was studied. Furthermore, the setting of this study was carefully chosen to minimize the differences of the objective job content among the subjects. Subjects are bank tellers of a medium size bank

in Hong Kong. Because Hong Kong is a city state and this bank concentrates mainly in retail banking, variations of the job content among the bank tellers is minimal.

The bank hired a total of 196 bank tellers when this study was conducted. Names of the bank tellers and addresses were obtained from the Personnel Department of the bank. Questionnaires were sent to all 196 bank tellers. A cover letter from the author explained that the study was a survey of the Hong Kong bank tellers' attitudes towards their jobs. The bank tellers were asked to indicate their bank account number at the end of the questionnaire so that the author could pay HK$30.00 (about US$4.00) for their participation. A stamped reply envelope was also enclosed. Three weeks after the questionnaires were sent, 70 bank tellers mailed their responses back. Because the number was smaller than 92, another copy of questionnaire were sent to those who did not reply. Another 36 copies of questionnaires were returned in the next two weeks. Therefore, the sample size for the present study is 106 (i.e., response rate = 54.1%).

Measures

Perceived Motivational Job Characteristics

Items from the widely used Job Diagnostic Survey (JDS; Hackman & Oldham, 1975) measuring the five core motivational job characteristics (3 items for each characteristic) were modified so that the 5-point Likert type response scale (ranging from strongly agree to

strongly disagree) could be applied to all of them. To avoid the potential problems of negatively worded items of the JDS (e.g., Cordery & Sevastos, 1993), all the items were positively worded. Coefficient alphas for the five core job characteristics were: skills variety (SV), .56; job significance (JS), .54; job identity (JI), .62; feedback (FB), .41 autonomy (AT), .48.

Table 1. 15 Motivational Job Characteristic Items and the Correspondent Job Characteristics

1.	My job gives me almost complete responsibility for deciding how and when the work is done.	AT
2.	My job involves doing the whole piece of work, from start to finish, the results of my activities are easily seen in the final product or service.	JI
3.	My job requires me to do many different things, using a number of different skills and talents.	SV
4.	The outcomes of my work can affect other people in very important ways.	JS
5.	The job is set up so that I get almost constant 'feedback' as I would know how well I am doing.	FB
6.	The job requires me to use a number of complex or high-level skills.	SV
7.	The job provides me the chance to arrange an entire piece of work from beginning to end.	JI
8.	Doing the job itself provides many chances for me to figure out how well I am doing.	FB
9.	There is so much variety in my job.	SV
10.	This job is one where a lot of other people can be affected by how well the work gets done.	JS
11.	The job provides me the chance to use my personal initiative or judgement in carrying out the work.	AT
12.	The job provides me the chance to completely finish the pieces of work I begin.	JI
13.	The job itself provides quite a few clues about whether or not I am performing well.	FB
14.	The job gives me considerable opportunity for independence and freedom in how I do the work.	AT
15.	The job itself is very significant or important in the broader scheme of things.	JS

* AT-Autonomy JI-Job Identity FB- Feedback
SV- Skills Variety JS-Job Significance

The scores of the 3 items for each job characteristics were averaged to estimate the respondents' perceived motivational job characteristics. Then the Motivating Potential Score (MPS), an overall indicator of the respondents' perceived motivational job characteristics, was calculated according to the formula proposed by Hackman and Oldham (1976). Mathematically, MPS was the average of job identify, skills variety and significance multiplied by autonomy and feedback.

Growth Need Strength

Six items measuring individual Growth Need Strength (GNS) from Hackmand and Oldham (1975) were adopted. However, the original 7-point response scales were shortened to 5-point format. Coefficient alpha was .85. The average of the six items were used to estimate respondents' growth need strength.

The six items are:

1. Stimulating and challenging work.
2. Chances to exercise independent thought and action in my job.
3. Opportunites to learn new things from my work.
4. Opportunities to be creative and imaginative in my work.
5. Opportunities for personal growth and development in my work.
6. A sense of worthwhile accomplishment in my work.

Job Satisfaction

Intrinsic and extrinsic job satisfaction were measured by the short form of the Minnesota Satisfaction Questionnaire (MSQ; Weiss, et. al., 1967) Intrinsic and extrinsic job satisfaction were measured by 12 items (coefficient alpha = .63), and 6 items (coefficient alpha = .65), respectively. The average of the respective items were used to estimate respondents' intrinsic and extrinsic job satisfaction.

Table 2. 18 Intrinsic and Extrinsic Job Satisfaction Items

1.	Being able to keep busy all the time.	IN
2.	The chance to work alone on the job.	IN
3.	The chance to do different things from time to time.	IN
4.	The chance to be 'somebody' in the community.	IN
5.	The way my boss handles his men.	EX
6.	The competence of my supervisor in making decision.	EX
7.	Being able to do things that don't go against my conscience.	IN
8.	The way my job provides for steady employment.	IN
9.	The chance to do thing for other people.	IN
10.	The chance to tell people what to do.	IN
11.	The chance to do something that makes use of my abilities.	IN
12.	The way company policies are put into practice.	EX
13.	My pay and the amount of work I do.	EX
14.	The chance for advancement on this job.	EX
15.	The freedom to use my own judgement.	IN
16.	The chance to try my own methods of doing the job.	IN
17.	The praise I get for doing a good job.	EX
18.	The feeling of accomplishment get from the job.	IN

* IN - Intrinsic Job Satisfaction
  EN - Extrinsic Jon Satisfaction

Task-Level Affections

Task statements of the bank tellers prepared By the Hong Kong Vocational Training Council (Hong Kong Government, 1986) were examined by the author and the Personnel Manager of the Bank. The task statements were prepared similar to the format of the Functional Job Analysis. The author and the Personnel Manager modified the task statements. Practical implications were considered in modifying the task statements, e.g. possibility of replacing each task by automation; setting up special counters at the branches of the bank to handle each task only; training arrangement of each task for new bank tellers. The Personnel Manager then provided the relative importance and time spent of each tasks for the bank tellers of her bank in 5-point Likert type scales ranging from very unimportant (1) to very important (5), and very infrequent (1) to very frequent (5), respectively. Table 3 presents the final eleven task statements and their relative importance and time spent ratings.

Table 3. Tasks of the Bank Teller and Their Relative Importance and Time Spent Ratings

	Task	Relative Importance	Relative Time Spent
1	Processes deposits and withdrawals for commercial and individual customers and issue receipts.	5	5
2	Processes exchange items including money orders, cashier's cheques, traveller's cheques, gift cheques, and drafts.	5	4
3	Buys and sells foreign currency notes.	4	3
4	Processes mortgage, installment loan, utility, charge card and other payments to the bank.	2	1
5	Processes time deposits, compute interest and disburse funds as directed.	4	4
6	Opens passbook savings, current and other special accounts.	4	3
7	Makes change for customers.	4	2
8	Processes transfers to personal and commercial current accounts.	3	4
9	Processes general ledger debit and credit tickets.	2	3
10	Balance daily work.	4	4
11	Operates a range of office machines and equipment; such as coin rolling machine, typewriter, adding machine, microfilm machine, teller receipt machine, cheque encoder and teller terminal.	4	5

Task-level affections were measured by asking the bank tellers to evaluate how much they like or dislike each of the tasks they need to perform. Response scale is 5-point Liket-type scale ranging from 'I dislike this task very much' (1) to 'I like this task very much (5). Both the simple average and the weighted average (by the relative importance and time spent provided by the Personnel Manager) of the eleven task-level affection scores were calculated to estimate the respondents' mean task-level affection.

Analysis

Hypotheses 1 and 2 are tested by correlational and regressional analysis, respectively. Hypothesis 3 about the differential effects of individual task-level affections on job satisfaction is examined by examining the correlations between job satisfaction and each task-level affection ratings.

CHAPTER IV

RESULTS

Descriptive statistics and correlations among various measures are shown in Table 4. The correlation between the intrinsic job satisfaction and the mean task-level affection is .40 ($p<.05$). The correlation is .42($p<.05$) when the weighted mean task-level affection is used. Therefore, hypothesis 1 is supported.

Table 4. Descriptive Statistics and Correlations Among Measures

		Mean	S.D.	2	3	4	5	6	7	8	9	10	11
1.	Intrinsic Job Satisfaction	3.28	.38	.57*	.17*	.29*	.36*	.27*	.61*	.60*	.12	.40*	.42*
2.	Extrinsic Job Satisfaction	3.15	.53		-.02	.15	.31*	.04	.37*	.31*	.03	.28*	.31*
3.	Skill Variety	3.17	.67			.47*	.24*	.36*	.17*	.47*	.26*	.18*	.16
4.	Job Significance	3.31	.63				.32*	.51*	.29*	.64*	.22*	.11	.06
5.	Job Identity	3.38	.68					.44*	.47*	.67*	.06	.04	.03
6.	Feedback	3.35	.56						.21*	.69*	.33	.09	.06
7.	Autonomy	3.23	.66							.77*	-.08	.15	.16
8.	MPS	36.5	14.5								.18	.18*	.15
9.	Growth Need Strength (GNS)	3.13	.80									.30*	.23*
10.	Task-level Affection (Simple Average)	3.26	.58										.98*
11.	Task-Level Affection (Weighted average)	3.30	.64										

Note : * $p < .05$

As expected, the correlations between the mean task-level affections and motivational job characteristics are relatively small. Regression analyses are therefore conducted. Results of the analysis are shown in Table 5. After controlling for the MPS, GNS, and their interaction, the mean task-level affection is still statistically significant. Similar to the correlation coefficients, the weighted mean task-level affection accounts for more variance of intrinsic job satisfaction than the simple mean. Therefore, hypothesis 2 is supported.

Table 5. Results of Regression Analysis on Intrinsic Job Satisfaction.

Independent Variables	Equation 1	Equation 2	Equation 3	Equation 4
MPS	.73*	.73*	.75*	.75*
GNS	.06	.07	.09	.09
Interaction: MPSxGNS	-.24	-.24	-.25	-.24
Task-level Affection (Simple Average: All Tasks)	.33*	-	-	-
Task-Level Affection (Weighted Average: All Tasks)	-	.37*	-	-
Task-Level Affection (Simple Average: Selected Tasks)	-	-	.38*	-
Task-Level Affection (Weighted Average: Selected Tasks)	-	-	-	.39*
R^2	.44*	.47*	.50*	.51*

Notes: * $p<.05$

Correlations among individual task-level affections and job satisfaction are shown in Table 6. Intrinsic job satisfaction are correlated significantly with only five of the eleven tasks (i.e., tasks 1, 2, 3, 6 and 7). Therefore, hypothesis 3 is supported. To further explore the potential relationship between the affections towards these five tasks and the intrinsic job satisfaction, we calculated the mean (both simple and weighted) task-level affections of these five items. The correlations between the two means and intrinsic job satisfaction are .45 ($p<.05$) and .46($p<.05$), respectively. Regression analyses using these two means are reported in Table 5.

Table 6. Correlation Among Task-Level Affections, Job Satisfaction, MPS and GNS

		Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11
1.	Task 1	3.36	1.17		.42*	.36*	-.12	.19*	.42*	.56*	.44*	.26*	.28*	.27*
2.	Task 2	3.50	1.11			.56*	.18*	.27*	.37*	.23*	.15*	.02	.10	-.12
3.	Task 3	3.49	1.16				.06	.21*	.19*	.18*	.34*	-.06	.21*	-.06
4.	Task 4	2.94	1.18					.35*	-.06	-.22*	.10	.06	.01	-.08
5.	Task 5	3.21	1.17						.28*	.14	.16	.20*	.07	.07
6.	Task 6	3.31	1.21							.46*	.21*	.18*	-.08	.10
7.	Task 7	3.17	1.20								.32*	.22*	.19*	.37*
8.	Task 8	3.50	1.03									.19*	.31*	.20*
9.	Task 9	3.15	1.12										.33*	.26*
10.	Task 10	3.38	1.08											.19*
11.	Task 11	2.93	1.26											
Satisfaction, MPS & GNS														
12.	Intrinsic Job Satisfaction			.43*	.36*	.27*	.07	.12	.27*	.27*	.16	.07	.15	.12
13.	Extrinsic Job Satisfaction			.38*	.17*	.18*	-.05	.08	.16	.17*	.21*	.03	.12	.07
14.	MPS			.13	.10	.06	.04	.07	.22*	.05	.09	.15	.09	.01
15.	GNS			.11	.11	.00	.26*	.40*	.24*	.13	.14	.26*	-.11	.15

CHAPTER V

DISCUSSION

Limitations

This study should be regarded as exploratory only. To have tight control over the tasks that the subjects perform, we choose to study a single job. This design provide good setting for testing the first two hypotheses. However, using a single job certainly limits the variations of various constructs. The low coefficient alphas found for the five motivational job characteristics, and job satisfaction may be a consequences. These alphas were smaller than most of the studies in the past, not only in the American samples but also for recent studies conducted in Hong Kong using the same measures but subjects from different jobs (e.g. Wong, 1991; Wong et al., 1993).

To further explore the reliabilities and validates of the measure, we calculated the coefficient alphas of all the fifteen items of the perceived motivational job characteristics. The result is .78. All the analyses in Tables 2 to 4 are conducted using the simple average of these 15 items. Results are similar except the effect sizes become much smaller. In designing the study, we decided to measure the extrinsic job satisfaction. As

expected, the correlations among the perceived motivational job characteristics and task-level affections,and intrinsic job satisfaction are much larger than those with extrinsic job satisfaction. After controlling for intrinsic job satisfaction, none of the variables is correlated significantly with extrinsic job satisfaction. With these evidence, the reliabilities and validates of this study appear to be acceptable. The limitation in variances, however, may have make the effect sizes found in this study smaller than the true relationships.

Focusing on a single job makes our tests of hypotheses 1 and 2 more powerful. However, it limits our abilities in testing hypothesis 3. With limited research in this area, hypothesis 3 is clearly exploratory. Future research may make much more specific hypothesis concerning the types of tasks of which the affections towards them may be important in determining the overall satisfaction. Although the ratings of relative importance and relative time spent improve the effect size in this study, the improvement is quite smaller. Other attributes of the tasks may be explored in future studies.

Two recent studies in job redesign may be useful for future conceptual development in this area. Campion and McClelland (1991, 1993) found that both knowledge enlargement (i.e., adding requirements to the job for understanding procedures or rules relating to different

products) and task enlargement (i.e., adding requirements for doing other tasks on the same product) improve the job satisfaction in the short run. However, in the long run, task enlargement has negative effect while knowledge enlargement still maintains its positive effect. Wong and Campion (1991) also found that the task-level constructs of motivational task design and task interdependence had unique effects on the overall job ability requirements. Future research may further explore the effects of the knowledge requirement of the tasks on the overall job-level outcomes.

Summary and Conclusion

Despite of the above limitations, results of this exploratory study should have demonstrated the utility of the task-level affection construct. This construct appears to be distinct to the well researched motivational job characteristics and has unique explanatory power over job satisfaction.

Suppose future research validate the results of this exploratory study, there could be important implications for job design practices and research. For job design practices, it seems clear that the task-level investigation is beneficial in deciding specific recommendations for how jobs should be changed through modifying their tasks. For job design research, more task-level investigation is necessary in order to further our understanding among the relationships of the task-level constructs and their

consequences in job-level outcomes.

There may also be implications for other human resources practices. For example, work samples for selection may be developed based on the tasks of which the affections towards them may have serious impact on job-level affective outcomes. In our study of the bank tellers, this means task 1,2,3, 6 and 7. Instead of only focusing on abilities to perform the tasks, applicants' attitudes towards these work samples may be used as selection tools to predict the applicants' future job satisfaction.

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